



General Session One

Panel Materials

Making Effective Use of Resources to Implement Your SLCP Grant Project

Moderator:
Theda Zawaiza

Panelists:
Brian Laubach
John Newlin
Nader Twal

Sponsored by:
U.S. Department of Education, Office of Elementary and Secondary Education
High School Programs Group



About our Panelists

General Session One

Making Effective Use of Resources to Implement Your SLCP Grant Project

Theda Zawaiza, Moderator

Brian Laubach. Mr. Laubach is the principal of Lakes High School, Clover Park School District, Washington. With our first two OESE grants I was an assistant principal whose additional responsibility was being project director. Lakes High School is using the academy model where there are three academies; 9th and 10th grade success academies, and the upper school Career Academy which is divided into five career pathways. Lakes is now being rebuilt, thanks to a voter approved capital project campaign, according to our school model.

Nader Twal. Mr. Twal serves as the Long Beach Unified School District SLCP Project Director, where he manages the grants for Cohorts 5 & 7 for five comprehensive high schools. The district focus for these schools includes: an emphasis on student success in postsecondary education and careers; intensive interventions to ensure academic success for all students; and a coherent sequence of rigorous courses that support the SLCP goals and objectives. He will discuss the model that Long Beach has adopted to create this systemic reform by discussing the process for structural, instructional, and cultural change that has guided the effort. Millikan High School, Cohort 3 and 7, has become an SLCP Demonstration School for West Ed, an independent auditing firm. Four of the five high schools included in these grants also rank in the top 5% of American high schools in terms of AP enrollment and success according to *Newsweek* magazine.

John Newlin. Mr. Newlin is the outgoing project director of the Maine SLC Consortium, 2006-2008. The consortium is a group of five large high schools from five school districts in southern Maine that received USDOE grant funds in 2006. Mr. Newlin will outline suggestions for high-leverage project management and use of resources, including ideas for strengthening the implementation of school action plans, increasing effective and efficient use of data, making cross-school and in-school professional development for instructional improvement highly worthy of teachers' time, and increasing the sustainability of grant-funded initiatives. One highlight from the first two years of the project: 68% of the 436 teachers in the project have participated in at least one 3-day cross-school seminar, and 94% of these teachers agreed that these seminars were worthwhile.



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Brian Laubach, Project Director, Lakes High School, Clover Park School District Lakewood, WA

In order to get all staff to believe in all students college, career and citizenship ready we have had to focus on what I have learned are called the 3 Cs – Conditions, Competency and Culture. Early in SLCP grants it is very easy to work just on the conditions – that is how are we going to divide up the school into smaller parts? These are what a researcher at Harvard's Kennedy School (Heifetz) calls technical changes. They are relatively easy to make but are not sustained unless the leaders and staff of the school have the competency to work within the new structures. Lakes High School has had the opportunity to study the technical changes for our model through a SLCP Planning Grant as well as a three-year implementation grant. In 2007, Clover Park High School (CPHS) and Lakes High School (LHS) received funding to continue our work. CPHS is divided into three small schools and is working on maintaining them as autonomous units housed within the same building. LHS has chosen the academy model where there are three academies – 9th and 10th grade success academies, and the Career Academy which is divided into 5 career pathways.

Panel Topic: *The Ninth Grade Year*

In LHS's quest to develop academies the following strategies made the technical changes work for us:

- We started small – we started with one pathway being developed by a group of interested teachers.
- The faculty group eventually morphed into the Academy Steering Committee (ASC). This committee determined what Lakes would become, and action planned around yearly goals.
- We hired a Teacher On Special Assignment from the faculty to help share the vision of where we were going, is able to plan with the project director, work with staff, and present in the community.
- Our resources were devoted the competencies needed for our model to be successful:
 - Student Portfolio conferencing (student led conferencing)
 - Advisory
 - Career Pathways
 - Washington Alliance Reading Strategies
 - STAR Protocol from the BERC group
 - 6-Trait and STEP UP to writing models
 - Culminating Projects (state requirement for a diploma)
 - Curriculum Mapping (Hayes Jacob) as a tool to align horizontally and vertically
 - Formative and Summative Assessments (Stiggins)
 - EnVOY – a classroom management model
 - Time to meet as academies and pathways
 - Sending staff to conferences that deal with any one of the above topics
- We found a model school, David Douglas High School in Portland, OR, and sent nearly 100% of our staff to visit over the last 4 years.



- We merged our various grant resources toward the same goals. We have been fortunate to have GEAR UP grant resources, GATES, and additional state funds to work on our vision. One of our first tasks was to align the goals of each of these grants with our SLCP grant.

Today we continue to provide the conditions and competencies to be a great school. However we are spending more time on culture. Heifetz would call this an adaptive change. We have been studying the research from Lickona on what he calls Smart and Good High Schools. A result of our state grant we have had the opportunity to conduct perception surveys for the past three years with our staff, students and parents that have been tabulated by the Center for Educational Effectiveness (CEE). We have been using the feedback from this survey to examine our culture. Part of this work is to create a touchstone that exemplifies what the members of the LHS community are committed to, based on two areas that we want to work on – respect and high expectations. It is my belief that we will be able to sustain our work with SLCs as we work on our culture through the touchstone.

Lessons learned through our work since 2000:

- Share the vision and progress toward your goals often through a specific communication plan
- Merge all of your grant resources and initiatives toward the same goal(s) from the start so that staff do not see them as just more “work”
- Involve more staff by spreading the leadership – determine a plan that flattens the leadership so that it is in the hands of more members of the school community
- Keep the scope of your work limited to the vision. Once we adopted the GATES vision of *ALL students college, career and citizenship ready* it was easier to align our work.
- Make sure the school mission and vision align to your SLC work
- Find an external evaluator that will help drive your work with data and who will ask you the tough questions



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John Newlin, Maine School Administrative District #60

Context:

1. Five schools in five districts in southern Maine. 2 quasi-urban, 3 rural. Growing ELL populations.
2. Great Schools Partnership contracted to provide project management and school coaching.
3. Cohort 6 – just completed 2nd year.
4. Goals similar to all SLC grants.
5. Key Objectives/Initiatives:
 - Teaming in 9th and 10th grades
 - Variety of approaches to SLCs in 11th and 12th grades
 - College visits for all 10th graders
 - Early College/AP experience for all 12th graders
 - Extensive intervention systems
 - 3-minute iWalkthrough Classroom Observation process
 - 3-day cross-school seminars on instructional strategies for all teachers
 - Monthly in-school professional learning groups (PLGs) for all teachers

Suggestions for high-leverage project management and use of resources:

1. Place great emphasis instructional improvement during development of Action Plan and Budget (and when making subsequent adjustments).
2. Carefully consider sustainability of expenditures during development of Action Plan and Budget (and when making subsequent adjustments):
 - Will partial or complete funding using grant funds significantly increase progress for the associated teachers and students?
 - If ongoing funding for this item is currently perceived as not worthy of district funding, will a combination of “seed” funding from the grant and a concerted effort to change perceptions of worthiness enable the item to receive adequate district funding by the end of the grant? If this seems unlikely, is it reasonable to think that 1 or 2 years of “sunset” grant funding will add significant value without creating an equal or greater set-back when there is no more funding?
3. Conduct monthly project director school visits with 2-4 school leaders.
4. Model efficient collection and use of data, e.g. Donahue Student Database, Donahue survey data, seminar data, PLG data, and iWalkthrough data. Provide information in cross-school comparison formats, but emphasize the need for caution when comparing, e.g. intervention systems, PLGs, iWalkthroughs.
5. Provide a variety of cross-school seminars led by expert practitioners that support planning for the



implementation of new ideas and for giving and receiving peer feedback, which also creates a subtle pressure to implement.

6. Promote the development of professional learning groups that are tightly focused on improving classroom instruction.
7. Create and maintain a “free” project website as an annotated repository for project document, e.g. <http://gpslc1.weebly.com>

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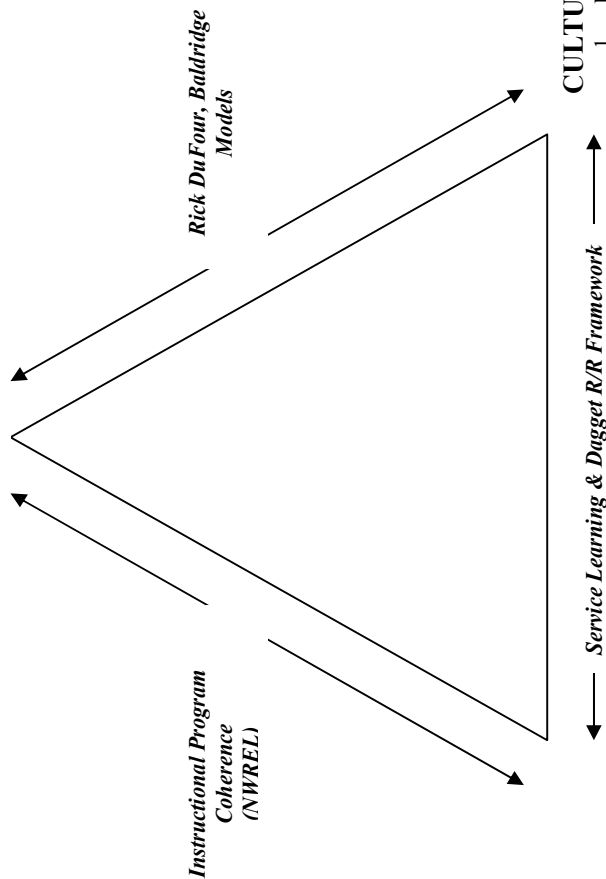


Systemic Reform Model

Nader Twal, Long Beach Unified School District

STRUCTURE:

1. Shared Leadership (PLC, Instructional Leadership Teams, Admin Team)
2. Master Scheduling (common conferences, Senior Capstone Courses)
3. SLC/Counselor Alignment
4. SLC Grant Procedures
5. High School Reform Initiative #4



INSTRUCTION:

1. SLC thematic, interdisciplinary teaching
2. Rigor/Relevance Framework
3. CTE Integration/ROP Offerings
4. Academic/Career Initiatives
5. High School Reform Initiative #1-2

CULTURE:

1. Rachel's Challenge Curriculum
2. SLC grade-level teaming (skills)
3. Link Crew
4. Celebrations/Student Recognitions
5. Relationship (Daggett)
6. High School Reform Initiative #3

Note:

1. Need to begin by building "critical mass" → focus on 1-2 things in each domain with a key figures at the school.
2. Professional Development needs to align with one of the 3 domains.
3. Need accountability measures and evaluation data to track growth.
4. Recall that we need to address the 3 H's: Heart, Head, and Hand.